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# GRADUATE SCHOOL

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# Newsletter

DEC 18 1965

November 18, 1965

CURRENT SERIAL RECORDS

## CALENDAR OF EVENTS

December 7

Faculty Luncheon -- Speaker: Mr. Thomas Appleby,  
D. C. Redevelopment Land Agency  
Topic: "Developments in the Southwest Area"

January 4

Faculty Luncheon -- Program planned by the Committee  
on Academic Excellence

## TELEVISED EDUCATION--AN OVERVIEW

Those attending our November faculty luncheon were served a "helping" of educational television with their meal -- the fifth in the series of Dr. William Van Dersal's lectures on "Success in Supervision" currently being given over Washington's educational TV station, WETA. (A television set was provided for us courtesy of USDA's Radio and Television Service.)

Following the luncheon, guests were served food for thought by Dr. Lawrence McKune, Director of the University of the Air, Continuing Education Service, Michigan State University. He gave us "An Overview of Televised Education--1964-65."



Pointing out that the use of television for systematic instruction began in 1931 with experimental work in Iowa City, he briefly traced the development of televised education.

With each passing year, Dr. McKune said, responsibility for using television and other new media to provide better quality education for greater numbers of students has settled more firmly upon the TV teacher.

He added that commentary in The National Compendium of Televised Education, Volume 12, and in the preceding 11 volumes, supports the belief that that is where the responsibility belongs.

This Compendium is published by Dr. McKune's office, with the cooperative assistance of chief State school officers, school boards, educational television councils, State networks, commercial television stations, and personnel responsible for televised education in the 13,946 sources tapped for the latest volume.

Dr. McKune quoted some statistics from the Compendium which graphically show the size and shape of educational television in 1964-65.

Enrollments (not students--some enroll in more than one class) for the year totalled 36,788,625.

In higher education (college level) there were 317,951 enrollments--less than one percent of all enrollments in 166 universities, 524 colleges, 62 institutes, 22 TV stations, 25 State organizations, and 1,223 school systems.

Most popular subjects at the college level were Health and Physical Education (26,863 enrollments); English (21,917); Social Science (21,154); Mathematics (20,645); Education (19,439); Business (18,531); Psychology (18,247); Biology (17,484); History (16,605); and Spanish (15,521).

Enrollments in Kindergarten through Grade 12 level classes totalled 36,469,674--in 1,223 school systems. Of these, 2.35 percent were in kindergarten; 8.9 percent in first grade; 9.2 percent in second grade; 13.9 percent in third grade; 15 percent in fourth grade; 14 percent in fifth grade; 17 percent in sixth grade; 3.8 percent in seventh grade; 3.58 percent in eighth grade; 1.6 percent in ninth grade; 3.44 percent in tenth grade; 3.47 percent in eleventh grade; and 3.4 percent in twelfth grade.

Most popular subjects at the elementary and secondary school levels were: Science (8,140,015 enrollments); Mathematics (5,192,272); Spanish (3,393,463); French (3,121,904); Music (2,560,853); Social Studies (2,317,563); Art (1,687,773); Literature (1,614,282); History (1,550,809); and Language Arts (1,394,096).

"One-hundred and six other subject titles were specified for grades Kindergarten through 12," Dr. McKune said, "all the way from Money Mill on the Potomac to Pop Goes the Weasel."

He added that 25 State departments of education have instituted statewide systems of televised education or have specific plans to do so. Numerous colleges and institutions are using or have plans to use television and the newer media to expand their educational horizons.

For instance, he said, closed circuit television systems were reported in use by 82 universities, 54 colleges, 66 school systems, 9 institutes, 2 seminaries, and 4 State departments of education. Some of these, though reported as single

systems, have multiple units. In South Carolina, a single system network serves 210 schools, 11 universities and colleges, 6 technical education centers, 10 hospitals, and 3 State institutions.

Video tape recorders have stimulated more effective use of television by faculty, both quality-wise and quantity-wise, Dr. McKune pointed out.

"Recognizing television as the best device in the modern world for linking minds by transmitting, transilluminating, genetive manifestations in movement and sound, or the planned absence of such manifestations," Dr. McKune concluded, "there are some things to be remembered." And he ennumerated 25 "direction-finders" which he said he feels will be "helpful for all of us in aiming at the best possible 'ends' in Educational Television."

He said it should be remembered that:

1. Television employs no magic, but a competent well-coordinated team, producers, teachers, and technicians, make it seem like magic.
2. It is a complex electronic medium--a machine--a device.
3. Each of us may use the medium to the extent of our willingness and our worth.
4. The medium can transmit only what we bring to it.
5. It transmits the composite representation of all our efforts infallibly.
6. We must learn the medium and the service it affords us without neglecting to use other audio-visual media.
7. Our status, our personal authority, depends upon our mastery of television in its relation to this era of time and space.
8. Teachers being people have not changed much.
9. Teaching requires facility with words, and psychological awareness of added complexities in mass communication--adjusted for strengths, and limitations, in the greater learning process.
10. The need to be human persists and is requisite.
11. People of all ages and all abilities in this era experience conscious distraction only at much higher level.
12. Concentration of attention is less easily diverted.



13. Children who have grown up with television now enter school with greatly widened horizons.
14. Students are learning, both in school and out, with accelerated independence. They are becoming accustomed to a pattern of no questions to the TV performer.
15. Teachers must be cognizant of this independence in using television.
16. Vitalization of subject matter can be no greater--no more effective than is the recorded stimuli and the attendant response contributed by the human mechanism.
17. Television demands greater sustained energy, keener perceptual vitality, disciplined physical aliveness, and unflagging integrity.
18. No communications medium demands more cooperative effort. The team includes all who contribute to the final lesson.
19. Television will, with an eye more perceptive than the most obdurate of supervisors, penetrate depths of personality, knowledge and understanding, revealing the communicator precisely as he is--no better, no worse.
20. The competent communicator cannot be enslaved by the medium but must be served by it.
22. Knowledge, simplicity and integrity, represented with clarity, economy and relevance will be successful. This will reveal the necessity for educators to keep firmly in their grasp matters of decision.
23. Continued success will depend upon the wisdom and ingenuity of our administrators, the ability and skill of our communicators, and the intent and aptness of our viewers.
24. Television can be used effectively, successfully, and economically, throughout our culture, in our study and our work.
25. Ready acceptance of ideas depends upon initial participation in their development as applied to teachers, students, administrators, and the public.

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### MORE FOOD FOR THOUGHT

How much and in what way should agriculture model itself after the urban-industrial world which surrounds and threatens to envelop it? To what extent should it try to preserve its separate identity? In what manner should it change its form while retaining its traditional values? These are some of the searching questions tackled in Individual Freedom and the Economic Organizations of Agriculture, a new book by Harold F. Breimyer. Dr. Briemyer is a Graduate School faculty member and Staff Economist of the Consumer and Marketing Service of USDA. The book is published by the University of Illinois Press, and will be available for sale in the Graduate School Bookstore. It is, says its author, "in its broadest sense, an investigation of how the dignity and worth of the individual can be incorporated into the process by which policy for agriculture is made for its industrial age."

Sincerely yours,

*John B. Holden*  
John B. Holden  
Director

APPRECIATION -- Rufus E. Miles, Jr. (left), receives a Certificate of Appreciation from USDA Assistant Secretary Joseph M. Robertson. Mr. Miles resigned from the General Administration Board, after serving for four years. He is planning to retire from his position as Administrative Assistant Secretary of the Department of Health, Education, and Welfare.



